DOCUMENT RESUME

ED 182 898 EC 123 004

AUTHOR	Celuzza, Paul W., Ed.: Clayton, Shelley Bakst, Ed.
TITLE	Connections: Parent and Student Guide. A Parent/Student Guide to Special Education Services in the Boston Public Schools.
INSTITUTION	Boston Public Schools, Mass.: Federation for Children with Special Needs, Boston, Mass.
PUB DATE	[79]
NOTE	62p.
AVAILABLE FROM	Boston Public Schools, The Department of Special Services, 26 Court St., 7th Flocr, Boston, MA 02108 (Free, postage reimbursement may be required)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Child Advocacy: Due Process: Equal Education: *Handicapped Children: Identification: Individualized Programs: *Parent Participation: Prevocational Education: *Special Services: *State Legislation: *Student Evaluation: Student Rights: Vocational Education
IDENTIFIERS	*Comprehensive Employment and Training Act: *Massachusetts (Boston)

ABSTRACT

Intended for handicapped students and their parents, the booklet presents a guide to special education services in the Boston, Massachusetts, public schools, focusing on Chapter 766, a Massachusetts law that guarantees every child the right to a free and appropriate public education. Section 1 discusses the evaluation process, covering such aspects as the prereferral period, the early childhood screening program, referral, notification of parents, the assessment and planning period, the evaluation team, the evaluation conference, the individualized education plan, quarterly progress reports and annual reviews, parental decision, and the appeals process. Section 2 focuses on parental involvement, covering such aspects as parent and student rights, ways parents can help, advocacy, advocacy groups, parent councils, special needs groups and agencies, and information and referral agencies. Section 3 lists and describes various special programs and services (including prevocational and vocational) for handicapped students in Boston, along with the telephone number of each. (DLS)

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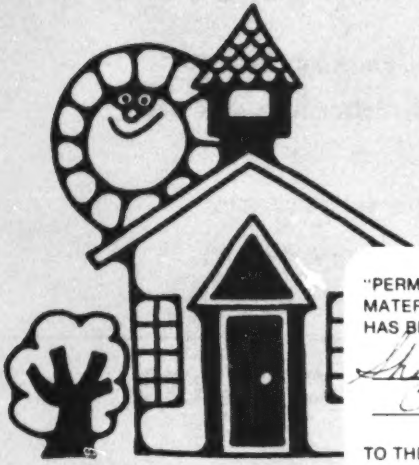

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CONNECTIONS PARENT & STUDENT GUIDE

EC123004

A Parent/Student Guide to Special Education Services in the Boston Public Schools

A PUBLICATION OF THE
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THE 766 EVALUATION PROCESS

CHAPTER 766

Chapter 766 was passed in July, 1972 by an act of the Massachusetts State Legislature. Chapter 766 guarantees that every child in Massachusetts has the right to a free and appropriate public education, regardless of handicaps or special educational needs. A child with special needs is one who would have difficulties in a regular classroom situation, whose physical, emotional, or learning needs may require special services.

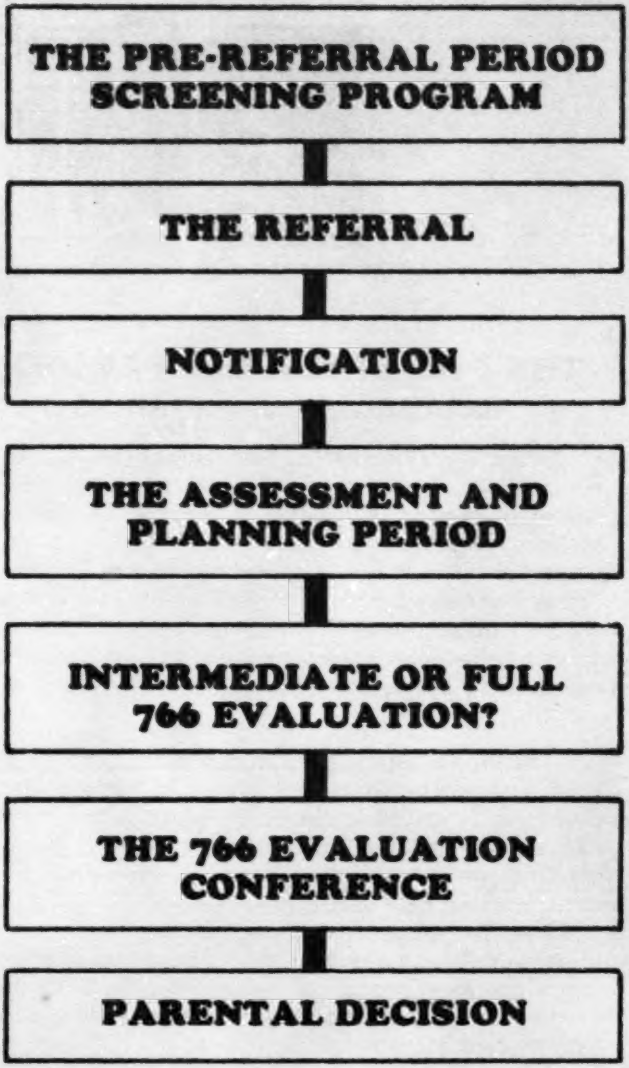
Chapter 766 contains the following important provisions:

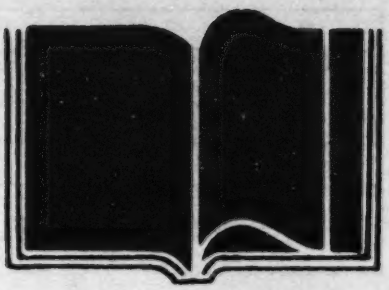
- **Right to an evaluation** - Every child from 3 through 21 years of age in Massachusetts who does not have a high school diploma and who is suspected of having special educational needs has the right to an evaluation from the local school system.

- **Right to an Individual Educational Plan** - Every child who is found to have special educational needs has the right to the development of an Individual Educational Plan which must be implemented. The law provides for nearly a dozen types of educational programs, called **program prototypes**, but states that each child must receive a program tailored to his or her particular needs.

- **Parent and student involvement** - Parents or guardians, as well as students above the age of 14, must be involved in all decisions made during the 766 Evaluation process. The law specifies the procedures to be followed if the parent or the student questions the proposed educational plan.

STEPS IN THE 766 EVALUATION PROCESS





THE PRE-REFERRAL PERIOD

(A REGULAR EDUCATION PROCESS)

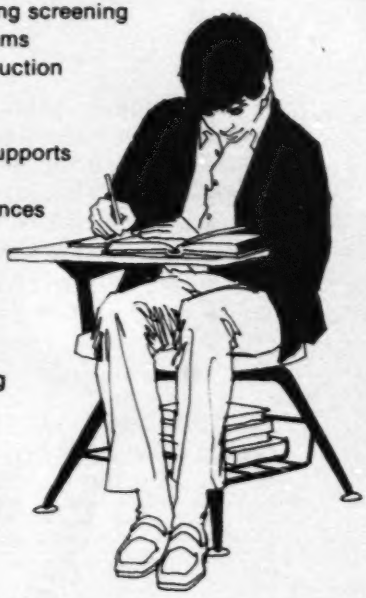
Under the Chapter 766 Regulations, *all regular educational programs and services must be used before a student is eligible for special education services*, unless the parent makes a referral for an evaluation. The major purpose of the Pre-Referral Period is to make sure that the student who is having a problem in school will receive needed services as quickly and efficiently as possible before the problem becomes so serious that the student needs special education services.

The Pre-Referral Period is identified as that time when a student begins to have problems in the regular classroom. Lack of academic progress is the most frequent signal that a problem exists. However, there are times when the student is progressing well in the classroom but may have other problems that are less obvious. The student's parents, teachers, and other professionals at the school should be aware of such indicators as a danger of non-promotion, absence from school, and prolonged illness which is followed by a change in the student's grades.

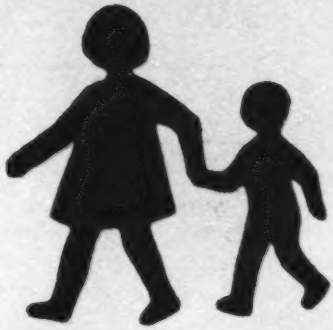
During the Pre-Referral Period various school professionals, the student's parents, and the regular classroom teacher work together to try to provide the help that the student needs within the regular classroom. All services and modifications are documented for the possible referral of the student for a Full 766 Evaluation.

Some of the **supplementary regular education programs and services** which are available for students who need additional help include:

- seating change
- change of teacher
- routine vision and hearing screening
- remedial reading programs
- individualization of instruction
- peer tutoring
- school volunteers
- parental contacts and supports
- behavior management
- student/teacher conferences
- guidance services
- school psychologist
- Title I Programs
- ESAA Programs
- 636 Programs
- cross academic tutoring
- utilization of specialists
    - music
    - art
    - home economics
    - team teaching
    - shop programs



For more information about these program options, talk with the classroom teacher, the school principal, or the guidance counselor at your school.



THE EARLY CHILDHOOD SCREENING PROGRAM

The Boston Public Schools conducts an **Early Childhood Screening Program** for 3 and 4 year old children and children entering kindergarten. Parents may take advantage of this service if they feel it is possible that their child has a substantial disability of any kind.

Screening is a process which is designed to identify children who may need further tests to find out if they have special needs. The screening program surveys a child's functioning in such areas as;

- physical health
- vision and hearing
- language development
- perceptual-motor development
- social development
- learning style

If the screening shows that a more comprehensive evaluation would be helpful for the child, the parent or school personnel may refer the child for an Intermediate or a Full 766 Evaluation. If the screening program does not indicate the need for a referral, a parent still has the right to request a 766 Evaluation.

For more information about the Early Childhood Screening Program in the Boston Public Schools, please refer to the Connections Directory or call 726-6262.

REFERRAL

Any school-aged child (3 through 21 years) who is having difficulty in school can be referred for a 766 Evaluation at any time by a parent or person having custody of the child, or by a school official, a teacher, a court officer, a social worker, or a family physician. A child who wishes to be referred for a 766 Evaluation, or anyone having a special interest in a child, may request one of these persons to make a referral.

The 766 Evaluation process begins when one of the persons listed above obtains a **Special Needs Evaluation Referral Form** from the school principal or the 766 Evaluation Team Leader at the school. The completed form should be returned to the 766 Team Leader in the school who will determine if the student needs a Full or an Intermediate 766 Evaluation.

Chapter 766 lists several conditions which may indicate that a referral should be considered. The school principal or headmaster will determine whether a referral should be made under Chapter 766 if any of the following conditions exist:

CONDITION

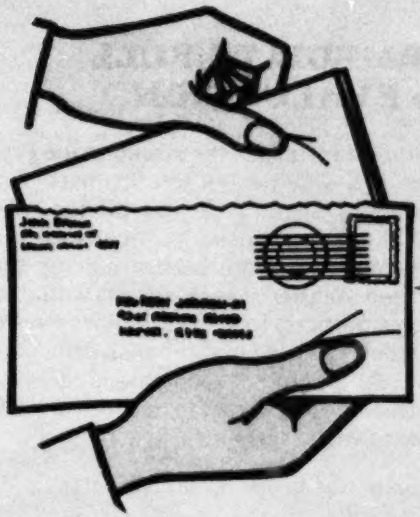
1. A student who at mid-year is at serious risk of non-promotion or who is failing in two or more non-elective subjects.
2. A student who fails to be promoted at the end of the school year.
3. A student who has been suspended for more than 5 school days in any quarter or excluded from school.
4. A student who has been absent without a medical excuse for more than 15 days in any quarter.
5. A student who has been committed to, referred to, or detained by the Department of Youth Services (DYS).
6. A student who demonstrates a change in alertness, learning, or behavior within two weeks after returning to school after illness.
7. A new student to the Boston Public Schools who has been receiving special education services in another school system.
8. All students ages 16 through 21 who have left or are about to leave school must be advised of their rights under Chapter 766 and informed about all program options available to them. These efforts must be documented.

NOTIFICATION OF PARENTS

Within 5 days after accepting a referral, the 766 Evaluation Team Leader will send a letter to notify the parents that a referral has been made. The letter will be written in the language which is spoken in the home. A copy of the letter is also sent to students who are 18 years of age or older.

The Notification Letter is very important because it contains names, dates and information about the 766 Evaluation process. You should keep this letter in a safe place with your important papers. The following is a list of the important information which is included in the Notification Letter:

1. Date of notification.
2. Name of the person making the referral.
3. The evaluation is paid for by the City of Boston.
4. Explanation of a Full Evaluation.
5. Explanation of an Intermediate Evaluation.
6. The type of Evaluation recommended by the 766 Evaluation Team.
7. Parental right to a Full Evaluation.
8. Parental permission in writing to the 766 Evaluation Team Leader is required before the process may begin.
9. Follow up arrangements.
10. Interim educational plans for the student.
11. Explanation of the steps involved in the 766 Evaluation Process is sent with this letter.
12. Date of completion of the Individual Educational Plan (I.E.P.).
13. Name, address, and telephone number of the 766 Evaluation Team Leader.



PARENT INFORMATION GUIDE

- **When the 766 Evaluation Team Leader (E.T.L.) informs you that a referral has been made, be sure to ask . . .**
  - ☐ Who made the referral?
  - ☐ Why was the referral made?
  - ☐ How long has the problem existed?
  - ☐ What previous attempts have been made to solve the problem? (for example, curriculum approach, change of teacher or classroom)
  - ☐ Why were these attempts unsuccessful?
  - ☐ Who was involved in trying to solve the problem?
  - ☐ Has the problem been discussed with the student?
  - ☐ Who has discussed the problem with the student, and what were the results of the discussion?
  - ☐ What advocacy resources are available to help parents and students through the 766 Evaluation process?
  - ☐ What will happen next?

INTERMEDIATE/FULL 766 EVALUATION

One of the important issues discussed at the Pre-Evaluation Meeting is whether an Intermediate or a Full 766 Evaluation should be conducted. An **Intermediate Evaluation** is usually recommended when the Team Leader and the person making the referral feel a limited number of assessments would be enough to design a program to fit the student's needs. A **Full 766 Evaluation** is more comprehensive than the Intermediate Evaluation, and is recommended when the student's problems are thought to be more serious or in need of intensive assessment.

A Full Evaluation is made up of five parts:

- **Educational History**
  The child's present teacher or someone from the school will send a report to the 766 Evaluation Team about the types of programs and special services the student has received and what the student's response has been.
- **Psychological Assessment**
  A psychologist may test and observe the student in several areas to find out what the student can do and how he or she learns best.
- **School Performance**
  The student's teachers will fill out progress reports showing how the student is doing in a variety of subjects.
- **Medical Examination**
  A complete medical examination will be conducted by the student's own doctor or by the school physician.
- **Social Assessment**
  A school nurse, social worker, or counselor will meet the parents to find out how the student gets along at home and in the neighborhood. This interview can be done in the home if the parents give written permission.

Not every child should have a Full 766 Evaluation. If the child needs to be evaluated in some but not all of the five areas listed below, an Intermediate Evaluation will be recommended. Parents have the right to request a Full 766 Evaluation instead of an Intermediate Evaluation. Parents can also request a Full Evaluation after an Intermediate Evaluation has been conducted if they think that a Full Evaluation would be best for their child.

PARENT INFORMATION GUIDE

- **When discussing Intermediate and Full 766 Evaluations, ask the 766 Evaluation Team Leader to explain . . .**
  - ☐ What is an **Intermediate Evaluation**?
  - ☐ What is a **Full Evaluation**?
  - ☐ Which one is recommended for my child?
  - ☐ Why is it recommended?
  - ☐ What is the procedure for requesting a Full 766 Evaluation?
  - ☐ What can I do if I do not think that an evaluation is necessary?

ASSESSMENT AND PLANNING PERIOD

Assessments are evaluations or tests which help determine a student's strengths and special needs. The Assessment and Planning Period begins when the 766 Evaluation Team Leader determines that the student's educational problems cannot be solved within regular school programs and services. Once the Team Leader has decided to accept the referral and has notified the parents, the next step is to decide whether an Intermediate or a Full 766 Evaluation is best for the child. Parental approval is needed in writing before any assessments can be made.

Parents may request a **Pre-Evaluation Meeting** with the 766 Evaluation Team Leader to talk about the reasons for the referral, and about the evaluation process. Students 14 years of age or older have the right to be involved in this meeting. The meeting should be held at a time which is convenient for the parents. As in all meetings in the evaluation process, parents may bring advocates or friends to the meeting.

The student should remain in the present classroom situation - a regular classroom, a special class, or a home program - during the evaluation process, unless an emergency situation is documented. If the student is not in an educational program, he or she will be placed in a temporary program until the evaluation is finished.

PARENT INFORMATION GUIDE

- **When talking to school personnel about evaluations and assessments, be sure to understand . . .**
  - ☐ What does the word **assessment** mean?
  - ☐ Who will conduct the assessments?
  - ☐ What is done during the assessments
  - ☐ How long will the assessments take?
  - ☐ Why are certain tests given and not others?
  - ☐ How can I help to prepare my child for the assessments?
  - ☐ What is the best way to explain the tests to my child?
  - ☐ How will appointments for tests be made?
  - ☐ What can I do if I do not want certain tests to be administered?
  - ☐ What can I do if I want additional tests to be given?
  - ☐ What can I do if I disagree with the test results?
  - ☐ What methods other than testing will be used in the evaluation process
  - ☐ Why will they be used?
  - ☐ What happens if I disagree with these methods?
  - ☐ Who will pay for the tests?
  - ☐ Can Medicaid or health insurance be used to pay for the tests?

THE 766 EVALUATION TEAM

The purpose of the 766 Evaluation Team is to conduct the assessments and tests required for the evaluation, and to determine whether or not the student has special needs. If special needs are found, the 766 Evaluation Team will develop an Individual Educational Plan designed to meet the student's specific needs.

The 766 Evaluation Team may include the following people:

- **The 766 Evaluation Team Leader** arranges for the needed assessments and sets dates when the assessments are due. It is the responsibility of the Team Leader to make sure that all the assessments are completed in time for the 766 Evaluation Meeting. The Team Leader informs the parents of their rights and obtains parental signatures for consent forms and other documents needed for the evaluation. As the main link between the school and the parents, the Team Leader is available to provide information or to answer questions at any time during regular school hours. The name and telephone number of the 766 Evaluation Team Leader is listed in the notification letter.

- **The parent or guardian** is an important member of the 766 Evaluation Team. The parent must be involved in all decisions related to the evaluation, educational program, and placement of the child, and is encouraged to participate in all discussions. Parents also have the right to bring **translators, advocates, or friends** with them to any meeting in the 766 Evaluation process.

- **Students who are 14 through 21 years old** will be notified of their rights by the 766 Evaluation Team Leader. Students 14 through 21 have the right to attend any meetings where their educational plan is being written. Students under the age of 14 may attend meetings with the permission of the 766 Evaluation Team and their parents.

- **A school nurse, guidance counselor,** or **pupil adjustment counselor** will meet with the parents to gather information for the Social Assessment.

- **The classroom teachers** will provide information about the student's classroom performance in the Educational Assessment.

- **A school psychologist** may conduct tests and gather information for the Psychological Assessment.

- **A physician, medical doctor, or nurse** may conduct a physical examination and the school nurse may review the child's health records for the Medical Assessment.

- **A Speech and Language Specialist** may gather information and conduct tests if a Speech and Language Assessment is required.

- **Other specialists,** such as a neurologist, a vocational counselor, or an adapted physical education specialist, may be suggested by any member of the 766 Evaluation Team with the parent's consent.

- **Other professionals** who have been working with the child in some way outside the schools may also be asked to join the Evaluation Team.

THE 766 EVALUATION CONFERENCE

The 766 Evaluation Conference takes place after all the observations and assessments have been completed. Under the 766 Regulations, the 766 Evaluation Conference must take place no later than 30 school working days after the referral notice is sent to the parents. The purpose of the 766 Evaluation Conference is to decide whether or not the student has special needs, and to begin to develop the Individual Educational Plan if the student is found to have special needs. Whenever possible, the Evaluation Team Leader (E.T.L.) will schedule the Evaluation Conference at least seven school days in advance at a time and place which is convenient for all participants. As in all meetings in the 766 Evaluation Process, parents may bring an advocate, specialists, or a lawyer with them to the meeting. The schools are responsible for providing translators for parents of limited English-speaking ability. Translation services should be requested as soon as possible so that arrangements can be made.

The following agenda shows what happens at a typical 766 Evaluation Conference:

1. **Introduction and identification of all persons present at the meeting.** It is important that all persons who have done assessments attend the meeting,and that they have written copies of the assessments that have already been presented to the Evaluation Team Leader.

2. **Review of the reason for the referral** and the efforts to maintain the student in the regular education program.

3. **Presentation and discussion of the results of the various assessments.**

4. **After presentation of the results of the assessments,** the Evaluation Team will determine whether the student has special needs which cannot be met in a regular education program.

5. **If the Evaluation Team decides that special needs exist,** the members of the Evaluation Team will identify the specific special needs and suggest possible solutions.

It is the responsibility of the 766 Evaluation Team Leader to write and complete the Individual Educational Plan based on the results of the assessments and suggestions which are presented at the Evaluation Meeting. If the Evaluation Team feels that further assessments are needed, the Team Leader makes sure that they are scheduled before any further work is done on the Educational Plan.

The Individual Educational Plan should be written to meet the specific needs of the student. The Chapter 766 Regulations specify the **program prototypes**, or program options available to local school systems, to provide guidelines for the placement of the student into a specific program.

The Evaluation Team may decide that the student does not have any special needs. If this is the case, the student will remain in the regular school program. Suggestions may be made to the appropriate people to improve the conditions which prompted the referral.

The parent has the right to appeal all decisions of the Evaluation Team to the Bureau of Special Education Appeals. **For more information** on the appeals process, please refer to the Appeals Section of the Connections Directory or call 742-8906.

PARENT INFORMATION GUIDE

- **At the 766 Evaluation meeting, you will want to know . . .**
  - ☐ Who is at the meeting and why?
  - ☐ How much time did each member spend observing or testing my child?
  - ☐ What were the results of the tests?
  - ☐ What is the degree of confidence in the test results and why?
  - ☐ What is the **Individual Educational Plan (I.E.P.)**?
  - ☐ What are the required parts of the I.E.P.?
  - ☐ How can I exercise my right to disagree and/or not approve the I.E.P.?
  - ☐ Who is going to make sure that the I.E.P. is implemented?
  - ☐ When will the **Quarterly Progress Reports** be given?
  - ☐ When will the **10 month** and **Annual Review** take place?
  - ☐ How may I observe my child in the classroom?

THE INDIVIDUAL EDUCATION PLAN (IEP)

An **Individual Educational Plan (I.E.P.)** is developed for each student with special needs who is receiving or will receive special education services. The purpose of the Individual Educational Plan is to make sure that the educational program which is developed for each student is designed to meet his or her specific needs. The Individual Educational Plan is a detailed, written statement which contains the following important elements:

- **The student's present level of educational performance,** including academic achievement, social adaptation, prevocational and vocational skills, and self-help skills.
- **The student's learning style and physical constraints.**
- **Annual educational goals for the student.**
- **Short term educational objectives,** which are measurable intermediate steps to reach the educational goals.
- **Teaching methods** which will be used with the student.
- **Evaluation procedures and criteria** for measuring the progress of the student.
- **Specific educational services needed by the student,** including special educational services, related services, instructional media and materials, etc.
- **The dates when the services will begin and end,** and the frequency and duration of the services.
- **The extent to which the student will participate in regular educational programs,** and a justification for the student's educational placement.
- **The persons responsible for the implementation of the Individual Educational Plan.**

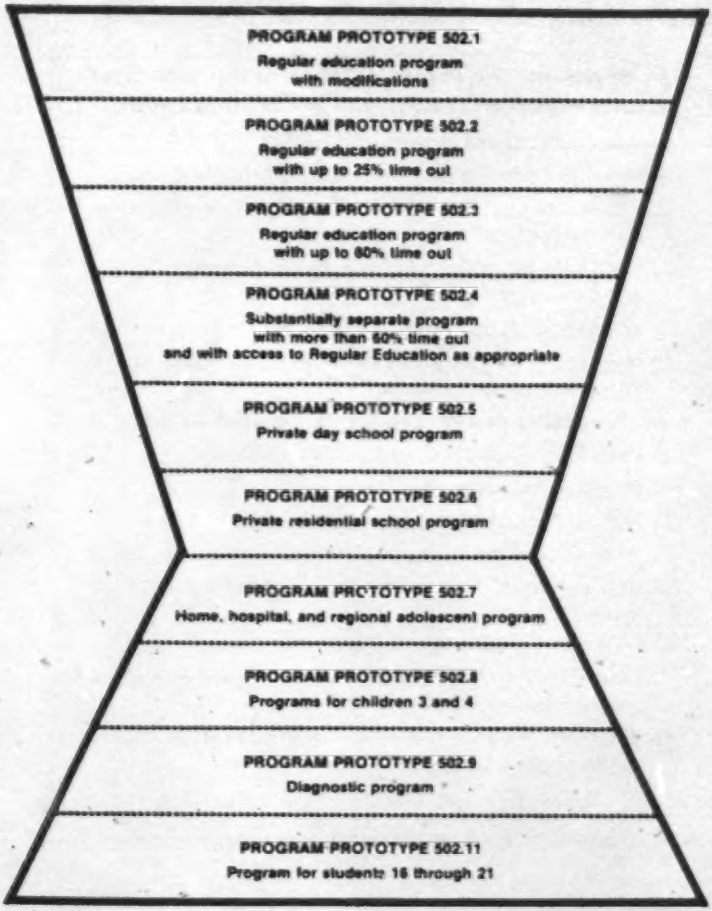
PARENT INFORMATION GUIDE

- **In discussing the Individual Educational Plan, you may want to ask . . .**
  - ☐ Who is going to be my child's teacher(s)?
  - ☐ Where will the classroom(s) be located?
  - ☐ How many other students will be in the classroom?
  - ☐ What will my child's daily schedule will be?
  - ☐ When may I visit the classroom?
  - ☐ What new books, materials, equipment etc. will be used and when they will arrive?
  - ☐ What other kinds of services will be provided, and who will provide them?
  - ☐ When will these services start, and how long are they expected to continue?
  - ☐ What can be done at home to help and who can provide additional ideas?
  - ☐ How will my child get to school?
  - ☐ Is my child eligible for vocational education programs?
  - ☐ Is my child eligible for a camping program during the summer school vacation?
  - ☐ What has to happen to allow my child to move to a less restrictive program?
  - ☐ What is meant by each of the objectives in the I.E.P.?
  - ☐ What happens if these objectives are not met?

PARENT INFORMATION GUIDE

- **In discussing the implementation of the Individual Educational Plan (I.E.P.), you will need to know . . .**
  - ☐ When will the implementation begin?
  - ☐ How can I observe the program before my child begins?
  - ☐ Where can I get more information about the classroom and the teacher?
  - ☐ How will I be informed of my child's progress and how often?
  - ☐ What should I do if I feel that the I.E.P. is not working?
  - ☐ How and when can I talk to the team members about my child's progress?
- **In discussing private programs, be sure to ask . . .**
  - ☐ What is meant by the term **private program**?
  - ☐ Why is it recommended?
  - ☐ How is the private program paid for?
  - ☐ Who will find the right program? How long will it take?
  - ☐ How can I see the program before the placement is made?
  - ☐ How will transportation be arranged?
  - ☐ Where will my child be placed until the private program can be implemented?
  - ☐ What must happen before my child can return to a regular public school program?

PROGRAM PROTOTYPES CHART*


PROGRAM PROTOTYPE 502.1
Regular education program with modifications
PROGRAM PROTOTYPE 502.2
Regular education program with up to 25% time out
PROGRAM PROTOTYPE 502.3
Regular education program with up to 60% time out
PROGRAM PROTOTYPE 502.4
Substantially separate program with more than 60% time out and with access to Regular Education as appropriate
PROGRAM PROTOTYPE 502.5
Private day school program
PROGRAM PROTOTYPE 502.6
Private residential school program
PROGRAM PROTOTYPE 502.7
Home, hospital, and regional adolescent program
PROGRAM PROTOTYPE 502.8
Programs for children 3 and 4
PROGRAM PROTOTYPE 502.9
Diagnostic program
PROGRAM PROTOTYPE 502.11
Program for students 18 through 21

* Adapted from Deno's Cascade

QUARTERLY PROGRESS REPORTS AND ANNUAL REVIEWS

Quarterly Progress Reports are submitted every three months to the student's parents and the Evaluation Team Leader. The Quarterly Progress Reports are designed to explain how well the student is reaching the goals and objectives described in the Individual Educational Plan, and to make sure that the Educational Plan is working. Written parental consent must be obtained before any major changes in the Individual Educational Plan are implemented.

A **Ten Month Review** is scheduled at the time of the Evaluation Meeting. The Evaluation Team, including the parents, will meet again in ten months to review the student's progress and to develop a new Educational Plan. Reviews following the first review must be held annually. There are usually four options for the new Educational Plan:

- Continue the student's current program with no changes.
- Continue the student's program with slight changes in special education services.
- Change the program of special education services.
- Terminate the special education services and place the student in a regular education program.

Since Chapter 766 is based on the ideas of **mainstreaming** and placement in the **least restrictive environment**, the ultimate goal of the Educational Plan is to place the student in a regular education program.

PARENTAL DECISION

The parent will be sent a letter with a formal explanation of the results of the 766 Evaluation within 10 days after its completion. This notice will include a copy of the proposed Educational Plan, and a statement of the parents' rights to meet with the 766 Team Leader to discuss the Educational Plan, or to reject the plan and file an appeal. All relevant papers and records are available for inspection by the parents.

The parent has the following options:

- **to accept the plan** — If the Educational Plan is acceptable to the parents, they will be asked to sign the Plan, and it will be implemented.

- **to arrange for an independent evaluation** — If the parents disagree with the assessments done by the school, they can arrange for another evaluation at the school system's expense at a 766 approved facility.* The independent evaluation may include all of the assessments done in the original evaluation, or it may focus on any specific assessments which are questioned by the parents. To arrange for an independent evaluation to be paid for by the Boston Public Schools, the parents must notify the school committee in writing through the Evaluation Team Leader (E.T.L.), and the school committee must have time to enter into an agreement with the facility. The parents can also arrange for an evaluation at a facility of their own choice at their own expense. **The independent evaluation must be completed within 30 days.**

*An "approved facility" can be an individual or group of individuals who are registered, certified, licensed, or otherwise approved by the state to perform the assessments requested and who abide by the rates set by the Rate Setting Commission.

- **to reject the plan** — The parent can reject the plan by signing it and marking the box stating "I DO NOT APPROVE". This will automatically start the appeals process. For more information on the appeals process, please refer to the Appeals Section of the Connections Directory or call 742-8908.

Parents must sign and return the form to accept or to reject the Educational Plan within 30 days. If the parents do not sign the Educational Plan, the Boston Public Schools have the right to appeal to the Bureau of Special Education Appeals.

PARENT INFORMATION GUIDE

- **When you have to make a decision regarding some aspect of the 766 Evaluation process, be sure to understand . . .**
  - ☐ What is an **appeal**?
  - ☐ When can I appeal decisions made during the 766 Evaluation Process?
  - ☐ How can I initiate an appeal?
  - ☐ What steps are involved in the appeal?
  - ☐ How long will the appeal take?
  - ☐ What are my rights and responsibilities in regard to appeals?
  - ☐ What will happen to my child during the appeal process?

THE APPEALS PROCESS FLOW CHART

1. REJECTION OF THE EDUCATIONAL PLAN

Parents can reject the proposed Educational Plan and start the appeals process in one of three ways;

— by checking off the box which states "I do not approve".

— by not signing the Educational Plan within 30 days.

— by directly notifying the Bureau of Special Education Appeals.

2. INFORMAL DISCUSSION PERIOD

- Immediately upon notification that the I.E.P. has been rejected by the parents, the 766 Evaluation Team Leader should send one copy of the complete file and three copies of the rejected plan and assessments to the Central Appeals Office of the Boston Public Schools.

- The 766 Team Leader attempts to resolve the dispute informally.

3. NOTIFICATION

- Copies of the rejected Educational Plan are sent to both the Central and Regional Offices of the Bureau of Special Education Appeals (BSEA).

- The Central Office opens a master file and assigns a case number. Within 5 days of receipt of the notice, the Central Office sends a package which explains the appeal procedures and parent's rights.

- When the Central Office receives a request for a formal hearing, the hearing date is set within 20 days.

4. THE MEDIATION PROCESS

- The Regional Representative, or Mediator opens a file at the Regional Office.

- The Mediator contacts the parents and the school to explain the mediation process and to set up the mediation session.

- The Mediator will arrange a parent/school conference between the parents and school officials to try to settle the dispute informally or to try to clarify the issues.

5. THE FORMAL HEARING

- If the differences cannot be resolved through mediation, a formal hearing is held within 20 days of the request from the parents. The BSEA Hearing Officer will review the evidence and testimony from both sides and make a decision.

The Hearing Officer can order the placement which has been

— recommended by the school, or
— requested by the parent, or
— an alternative placement.

The school can appeal a decision in a formal hearing directly to the Superior Court immediately after the decision.

6. STATE ADVISORY COMMISSION

If the parents disagree with the decision of the Hearing Officer, they can appeal the decision to the State Advisory Commission which will review the evidence. No new evidence can be submitted, and the parents are not present at this meeting.

7. SUPERIOR COURT

If the parents still disagree with the decision the final step in the appeals process would be to appeal to the Superior Court.

NOTES

PARENTAL INVOLVEMENT

PARENT AND STUDENT RIGHTS

As parents or guardians, you should be aware of the many rights that you have relating to your child's education. Students over the age of 14 also have the right to be involved in decisions about their education. The following are your major rights under Massachusetts Law Chapter 766 and Federal Public Law 94-142:

- **To obtain a screening** for a child 3 years old or over who is not yet enrolled in kindergarten, and to have the child screened by the schools once he/she enters kindergarten.
- **To participate in all decisions** pertaining to the special needs evaluation, special educational program, and special class placement of your child by being a member of the 766 Evaluation Team.

- **To meet in a pre-evaluation conference** with the 766 Evaluation Team Leader at your child's school before the evaluation process begins.
- **To have a full evaluation** for your child if you believe that an intermediate evaluation would be insufficient to determine your child's needs.
- **To arrange for an independent evaluation** if you feel that it is needed.
- **To appeal the school system's decisions** if you think that they are not in the best interest of your child.
- **To be accompanied by a friend, attorney, or advocate to meetings** which involve your child. These may include meetings of the 766 Evaluation Team, of which you are a member, and hearings held relating to the appeals process.
- **To have your child's progress reviewed** by the 766 Evaluation Team 10 months after the first placement and each following year for as long as your child needs special education services ("annual review").
- **To receive written reports** about your child's progress at least 4 times a year ("quarterly reports").
- **To receive notices and reports from the school which are easily understood** and written in a language which you understand. To have a translator present at meetings if necessary.
- **To see all records and test results** kept by the schools on your child.
- **To meet with all school professionals** who are working with your child whenever necessary.

WAYS PARENTS CAN HELP

The school's responsibility to provide special education services to children has been discussed in the previous sections. Parents can help the schools provide better education services for their children by practicing the following:

- **Begin all initial contacts with school personnel with a positive attitude.**
- **Communicate often with school personnel** by going to the school, telephoning, or sending a note when you have a question or problem relating to your child's education. It is also helpful to teachers and others if you communicate with them when your child seems to be progressing well or if you have a helpful suggestion about working with your child.
- **Be well prepared for school conferences.** Ask your child if there are any specific questions or problems which he/she has. Write your child's questions down as well as your own to be sure that they are answered and not forgotten. Conferences should not be rushed and should be private unless you wish to bring a friend or an advocate. Parents with limited ability to speak English may ask for a translator. At the conference, the school personnel working with your child may provide some of the following kinds of information. If the information is not provided, it is your responsibility to ask the following questions:
  - What should my child be learning in school this year?
  - What methods will be used to teach my child?
  - What books/workbooks will be used in class?

- How does my child spend his/her day in school?
- What is expected of my child in regards to homework?
- How is my child progressing?
- How will progress be measured?
- What do the grades mean on my child's report card?
- What kinds of tests is my child given and what do the test scores mean?
- What can I do to help my child progress in school?
- Are there any exercises or activities which can be practiced at home?
- Would you recommend that my child receive any support services?
- What are the procedures for requesting support services if they are needed?
- Are there training workshops for parents?
- Would you help me develop a home program?
- Is there a need to set up another appointment to discuss my child's progress?

- **Keep aware and interested in the field of Special Education.** Learn about the different laws which affect your child's right to an appropriate education. Learn about the programs and services which are available to your child. Try to find out about the resources in the community which work with children with special needs.
- **Show a daily interest in your child's school work. If problems do arise, they will not be large ones if you catch them in time.**

ADVOCACY

Occasionally a parent may need to seek assistance or register a complaint relating to a child's education. When a problem arises in school, here are some suggestions which may be helpful:

1. **Talk to the teacher first whenever you have a question or problem about school.** If you can't go to the school yourself, phone and leave a message for the teacher to return your call when the class is over. You might also send a note. A positive relationship with the teacher can prevent many small problems from becoming big ones.

2. Usually teachers want to be helpful. But **if a teacher fails to respond, contact the school principal.** Try to feel confident when talking to the teacher or the principal. You have a right to participate in all decisions about how your child will be educated.

3. When talking to the teacher, the school principal, or other school personnel, **explain your concerns as fully as possible.** You know your child best, and can supply information that nobody else can. It may help to write down the things you want to talk about and any questions you may have.

4. **Parents who speak a different language,** and who would be more comfortable speaking their own language, should bring a friend to translate, or ask the school to supply a translator.

5. **If your child is recommended for placement in a special education program,** be sure you understand what the program offers, and what you can expect it to do for your child.

6. **Feel free to visit the classroom or the recommended program** and talk to the teacher or the specialist in charge. You will be more familiar with the program, and the teacher can learn more about your child.

7. **When you request information from school personnel,** identify yourself, your child, the exact name of the program, and the time and place. State your question or problem clearly, and ask if you are speaking to the right person.

8. **If your child is placed on a waiting list,** make sure that his/her name is not lost, misfiled, or misplaced. Make sure to write down the name of the person in charge, and the name of the department or unit in case you have to call for information about the placement. If you move or change your telephone number, you should notify the school immediately by bringing or mailing proofs of residence to the school principal.

9. **Keep all the forms and letters from the school in one place.** When you send records or papers to the school, it is usually better to send photocopies or duplicates, and keep the originals.

10. **Make copies of all letters and notes you send to the school, and keep a record of all telephone calls.**

11. **It may be helpful to contact one of the parent groups or advocacy agencies** listed in this section. Many of these organizations have committees which specialize in information and advocacy for special education problems. These advocacy groups are familiar with the latest regulations, policies, and procedures, and can help you file a formal appeal if your problem cannot be resolved informally.

Most important of all, **make sure you are talking to the right person about the right problem.** This Directory will help you to find out where to call for almost any problem related to 766 and special education. It is always best to ask for a person by name or by title. Remember that the person who usually answers the telephone is a secretary or a receptionist who may not know all the details about a program. It will not do any good to take your frustration out on them.

ADVOCACY GROUPS

There are many organizations in Boston which provide information and advocacy services to parents. The following is a list of the major, citywide advocacy groups which specialize in advocacy for children with special needs.

CITY-WIDE EDUCATIONAL COALITION
52 Chauncy Street
Boston, Massachusetts 02111
542-2835

FEDERATION FOR CHILDREN WITH SPECIAL NEEDS
BOSTON DIRECTION SERVICE
120 Boylston Street - Suite 338
Boston, Massachusetts 02108
482-2915

MASSACHUSETTS ADVOCACY CENTER
2 Park Square
Boston, Massachusetts 02108
357-8431

OFFICE FOR CHILDREN/HELP FOR CHILDREN
120 Boylston Street
Boston, Massachusetts 02108
727-8898

GREATER BOSTON ASSOCIATION OF RETARDED CITIZENS (GBARC)
1249 Boylston Street
Boston, Massachusetts 02215
266-4520

PARENT COUNCILS

PARENT COUNCILS | **SCHOOL DEPARTMENT**

R.E.P.C.
RACIAL-ETHNIC PARENTS COUNCIL

Each school has a R.E.P.C. which is made up of all the parents with children at the school. The elected representatives consist of equal numbers of white, black and other minority parents.

Each middle and high school also has a **Racial Ethnic Student Council (RESC)** with equal racial membership and the same responsibilities as the R.E.P.C.

SCHOOL PRINCIPAL

C.D.A.C.
COMMUNITY DISTRICT ADVISORY COUNCIL

A district-wide organization consisting of 10 parents, 8 business or agency representatives and several students. The parent representatives consist of one REPC member from each school, student representatives are chosen from the RESC of the district high school, and 8 members are selected from the district community.

COMMUNITY DISTRICT SUPERINTENDENT

C.P.A.C.
CITYWIDE PARENTS ADVISORY COUNCIL

The parent organization which represents parents and students on a city-wide level. CPAC is made up of two parents (one white and one black) who are elected from each CDAC, and parents who are elected to represent other minority groups in the city.

SUPERINTENDENT OF SCHOOLS
26 Court Street

THE SCHOOL COMMITTEE OF THE BOSTON PUBLIC SCHOOLS

SPECIAL NEEDS GROUPS AND AGENCIES

ASSOCIATION FOR MENTALLY ILL CHILDREN (AMIC)
120 Boylston Street, Room 338
Boston, Massachusetts 02116
482-7362
People concerned with autistic and severely disturbed children.

CHILDREN IN HOSPITALS
31 Wilshire Park
Needham, Massachusetts 02192
482-2915
Parents and health care professionals concerned with the needs and rights of hospitalized children and adults.

CLOSER LOOK
P.O. Box 1492
Washington, D.C. 20013

COUNCIL FOR EXCEPTIONAL CHILDREN (CEC)
1920 Association Drive
Reston, Virginia 22091
1-800-336-3728

EASTER SEAL SOCIETY
Statler Office Building - Room 934
20 Providence Street
Boston, Massachusetts 02116
482-3370

EPILEPSY SOCIETY OF MASSACHUSETTS
3 Arlington Street
Boston, Massachusetts 02116
267-4341
Spanish publications available.

FEDERATION FOR CHILDREN WITH SPECIAL NEEDS
120 Boylston Street - Suite 338
Boston, Massachusetts 02116
482-2915

GREATER BOSTON ASSOCIATION OF RETARDED CITIZENS (GBARC)
1249 Boylston Street
Boston, Massachusetts 02215
266-4520
Interpreter available.

MASSACHUSETTS ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES (MACLD)
11 River Street
Wellesley, Massachusetts 02181
235-9370

MASSACHUSETTS ASSOCIATION FOR RETARDED CITIZENS (MARC)
381 Elliot Street
Newton Upper Falls, Massachusetts 02164
965-5320

MASSACHUSETTS ASSOCIATION OF PARAPLEGIA FOUNDATION
369 Elliot Street
Newton Upper Falls, Massachusetts 02164
964-0521

MASSACHUSETTS CEREBRAL PALSY OF GREATER BOSTON
30 Wesley Street
Newton, Massachusetts 02158
969-3214

MASSACHUSETTS PARENTS ASSOCIATION FOR THE DEAF AND HARD OF HEARING
14 Trout Farm Road
Duxbury, Massachusetts 02332
1-585-9722

MASSACHUSETTS SPINA BIFIDA ASSOCIATION
11 Davis Avenue
Brookline, Massachusetts 02146
566-5998
People concerned with spina bifida, a birth defect involving incomplete spinal development.

MUSCULAR DYSTROPHY ASSOCIATION, INC.
391 Totten Pond Road
Waltham, Massachusetts 02154
890-0300
Spanish interpreter available.

NATIONAL SOCIETY FOR AUTISTIC CHILDREN
Eastern Massachusetts Chapter
16 Bluebird Road
Wellesly Hills, Massachusetts 02181
235-7754

PARENTS AND CHILDREN TOGETHER (PACT)
623 Randolph Avenue
Milton, Massachusetts 02186
696-6685
People concerned with children who have cardiac problems.

PARENTS & FRIENDS OF HANDICAPPED CHILDREN, INC.
120 Boylston Street, Room 338
Boston, Massachusetts 02116
482-2915
Parents of children with cerebral palsy and other handicaps

PARENTS OF DOWN'S SYNDROME CHILDREN
1507 Yates Street
Silver Spring, Maryland 20902

PRESCRIPTION PARENTS, INC.
95 Reservoir Road
Quincy, Massachusetts 02169
472-5480
Parents and professionals concerned with cleft-lip and cleft-palate impairments.

TUBEROUS SCLEROSIS ASSOCIATION OF AMERICA
Massachusetts Chapter
P.O. Box 44
Rockland, Massachusetts 02370
878-5528
People concerned with tuberous sclerosis, an infant/childhood neurological disorder characterized by skin lesions and seizures.

UNITED CEREBRAL PALSY ASSOCIATION OF THE METROPOLITAN AREA, INC.
358 Chestnut Hill Avenue
Brighton, Massachusetts 02135
232-9850

INFORMATION AND REFERRAL AGENCIES

LA ALIZANZA HISPANA
40 Dudley Street
Roxbury, Massachusetts 02119
427-7175
(Spanish spoken)

CARDINAL CUSHING CENTER
1375 Washington Street
Boston, Massachusetts 02118
542-9292
(Spanish spoken)

CITIZEN INFORMATION SERVICES
1 Ashburton Place
Boston, Massachusetts 02108

CITY-WIDE EDUCATIONAL COALITION
52 Chauncy Street
Boston, Massachusetts 02111
542-2835

DEPARTMENT OF SPECIAL SERVICES
26 Court Street, 7th Floor
Boston, Massachusetts 02108
726-6274

FEDERATION FOR CHILDREN WITH SPECIAL NEEDS
120 Boylston Street
Boston, Massachusetts 02116
482-2915
(Interpreter sometimes available)

INFORMATION CENTER FOR INDIVIDUALS WITH DISABILITIES
Statler Office Building - Room 329
20 Providence Street
Boston, Massachusetts 02116
727-5540

OFFICE FOR CHILDREN/HELP FOR CHILDREN
Region VI Office
120 Boylston Street
Boston, Massachusetts 02116
727-8898
Chinese and Spanish spoken

MASSACHUSETTS DEPARTMENT OF EDUCATION
Division of Special Education
54 Rindge Avenue Extension
Cambridge, Massachusetts 02140
547-7472
Bilingual publications available

MASSACHUSETTS DEPARTMENT OF MENTAL HEALTH
Region VI Office
Erich Lindemann Mental Health Center
Government Center
Boston, Massachusetts 02114
727-5656
Spanish spoken

MASSACHUSETTS DEPARTMENT OF PUBLIC HEALTH
39 Boylston Street
Boston, Massachusetts 02116
357-5002

UNITED COMMUNITY PLANNING CORPORATION
87 Kilby Street
Boston, Massachusetts 02107
482-1454

DEPARTMENT OF SPECIAL SERVICES

The Department of Special Services is responsible for providing effective programs and services for Boston's students between the ages of 3 and 21, who are found to have special needs. Part of this responsibility is to assure that each handicapped student receives an education designed to meet his or her unique learning needs and to receive these services in the least restrictive environment. The Department works closely with schools and districts to develop new alternative options for handicapped students and to provide inservice training for teachers that will improve the quality of educational resources for handicapped students. The programs are diverse in nature and in scope. Taken collectively, they represent the efforts of the Boston Public Schools to provide a continuum of special programs and services to its special students.

To Readers of this Manual:
As a result of Chapter 333 of the Acts and Resolves of 1978 for the Commonwealth of Massachusetts, the Boston Public Schools is currently engaged in a major reorganization effort to enhance the ability of the school system to respond more effectively to the needs of all its students. We are restructuring central office responsibilities as well as decentralizing programmatic operations to the Districts and to the schools. Therefore, some of the specific details included in the following program desciptions may change. Contact the program for more information. The phone numbers are listed for your convenience.

PROGRAM DESCRIPTIONS

ADAPTED PHYSICAL EDUCATION
726-6262

Adapted Physical Education provides special physical education for students whose Individual Educational Plans (IEP) specifically require it.

ATTENDANCE UNIT
726-6532

The purpose of the Attendance Unit is to administer the Compulsory School Attendance Law and the Child Employment laws. The Supervisors of Attendance are also responsible for employment permits, educational certificates, court procedures, home investigations for tuition cases, and verification of addresses for transfer and admissions.

BILINGUAL SPECIAL EDUCATION
726-6512

The purpose of these programs and services is to provide appropriate services to students of limited English-speaking ability who are assessed to have special needs.

BOSTON SPECIAL NEEDS CONNECTIONS PROJECT
726-6512

The purpose of this short term project is to research, publish and disseminate information about resources for children with special needs.

THE CENTRAL REVIEW STAFF
726-6621

The Central Review Staff reviews all Individual Educational Plans (IEP) which include Program Prototype 502.4 and above, and recommends placements

CHILD SERVICE DEMONSTRATION CENTER (CSDC)
288-6868

The center consists of two diagnostic classrooms and an instructional materials library. Students may be eligible to receive diagnostic services from the Center, when the 766 Evaluation Team requests that more diagnostic information be available in order to write a complete Individual Educational Plan.

CITY WIDE AND COMMUNITY HEALTH PROGRAMS (SCHOOL HEALTH SERVICES)
726-6615

These programs provide primary health care to all students. School Physicians and School Nurses identify potential health problems and coordinate care of the students with the family's private physician, neighborhood health care center, or hospital. Emphasis is placed upon preventive care programs designed to meet the changing needs of children.

COMPENSATORY SERVICES PROGRAM
726-6581

According to law, students with special needs must receive services within 45 days of application. Those students who experience a delay of more than 45 days, may be eligible to receive tutoring, after school programs and other services in accordance with the needs as described in the student's Individual Educational Plan.

CONTRACTED EDUCATIONAL SERVICES
726-6563

Within the Boston Public Schools there are many programs for students with special needs. However there are some students whose needs are so specialized that no appropriate program presently exists for them. When no program is available, arrangements are made through this Unit for the student to attend a State-approved, private, day or residential program. The Central Review Staff is responsible for approving all such placements before they are implemented by the Contracted Educational Services Unit.

DEVELOPMENTAL DAY CARE PROGRAM (DDC)
287-6881

This program is designed for students ages 3-21 who are identified as having severe and profound disabilities attributable to mental retardation. The program focuses on developing self-help skills, physical motor development, sensory and perceptual motor development, language skills and social responses.

766 EARLY CHILDHOOD SERVICES AND PROGRAMS
726-6262

This program sponsors an annual screening for 3 and 4 year old children. The purpose is to identify any special problems which may affect the child's successful participation in regular education. If the screening determines that the child may have special needs, a 766 Evaluation is conducted. The student's Individual Educational Plan determines which of several 766 Early Childhood Classrooms would be appropriate. This referral is based on the student's age, ability and need. Among the options available for some 5 and 6 year old students with demonstrated substantial needs is an Early Childhood II Transitional Program.

EDUCATIONAL AND SOCIAL DEVELOPMENT PROGRAM (ESD)
726-6539

The ESD program is designed for students ages 5-22, who are identified as having severe disabilities, attributable to mental retardation. The substantially separate small groups and individualized instruction, focuses on developing those skills which may enable students to become employable, or to participate in sheltered workshops as adults. A highly specialized sub-unit of this program called the **Multi-Handicapped Program** is designed for severely handicapped students with more than one handicap.

766 EVALUATION TEAM UNIT
726-6619

The 766 Evaluation Team Unit is responsible for coordinating the efforts of over one hundred 766 Evaluation Team Leaders (ETL's), who are assigned to each public school in Boston. The job of the Evaluation Team Leader is to; coordinate the 766 Special Education Process; accept referrals for special education; arrange for needed assessity of guidance personnel is to help all students make personal decisions, educational plans, and occupational choices.

PROGRAM FOR THE HEARING IMPAIRED
787-5313

The Horace Mann Unit of the Jackson Mann School serves students ages 3-21 who have a significant hearing loss. The program includes pre-school through high school and utilizes a total communication methodology. Classes include mainstreaming and substantially separate.

HOME AND HOSPITAL INSTRUCTION UNIT
726-6292

Health impaired students who are Boston residents, can receive instruction at home, or in the hospital by teachers from this unit. Both public and private school students are eligible for instruction. This is usually done at their physician's request.

INTERIM SERVICES
726-6293

This program provides temporary placement for students with special needs who are awaiting private placements in residential or day programs.

LEARNING ADAPTIVE BEHAVIOR (L/AB)
726-6277

The L/AB program provides small structured classes for students with moderate to severe emotional and/or behavioral handicaps. The purpose of the program is to teach adaptive behavior techniques which offer continuity, stability, security and a sense of achievement to each student for a success oriented return to regular education programs.

LEARNING DISABILITIES PROGRAM (LD)
726-6347

This program offers settings for moderately to severely disabled students who demonstrate significant deficits in academic, social, or emotional growth. The purpose of the program is to provide intervention which allows students to reach their maximum potential and return to the educational mainstream.

PROGRAM FOR THE PHYSICALLY IMPAIRED
726-6539

This program is designed for students with physical disabilities and/or other health impairments who must be educated in a barrier-free building. These buildings have easy access and elevators and/or escalators as the means of getting from one floor to another. Very often, students in this program need and receive additional support services, such as Occupational Therapy (OT), Physical Therapy, (PT), and Adapted Physical Education according to their Individual Educational Plan (IEP).

OFF-SITE PROGRAM
726-6539

There are some students with such serious special needs that they must be placed in a more supervised environment than that of a regular school. The concept of Off-Site Programs is to instruct students in such settings where they are receiving supervised services rather than in the traditional school setting. Some of the students receiving instruction through this program are emotionally disturbed, have multiple physical/neurological problems, or are court-involved. There are also Off-Site Programs for pregnant young women who elect not to receive educational instruction at their assigned schools.

SCHOOL PSYCHOLOGICAL SERVICES
726-6565

A school psychologist is a person who has extensive training in the study of human behavior, and work experience and in an educational setting. The school psychologist may conduct the psychological assessment in the 766 Evaluation Process, may make diagnoses, provide short-term counseling to students and parents, and may offer consultation services to parents, teachers and school administrators.

SCHOOL SOCIAL SERVICES
GUIDANCE COUNSELORS
726-6201

The major responsibility of guidance personnel is to help students make personal decisions, educational plans and occupational choices.

SCHOOL SOCIAL SERVICES
PUPIL ADJUSTMENT COUNSELORS
726-6209

The pupil adjustment counselor (PAC) is a social worker/counselor who has special training and experience working in a school setting. The PAC can be a helpful linkage between the school, parents, students and community resources.

RESOURCE ROOM PROGRAMS
726-6589

This program is one way of organizing students with special needs for the purpose of providing small group/individualized instruction and social /emotional support. The student attends the Resource Room for a specified period of time each day for those supportive services which cannot be provided within the student's regular classroom. The goal of this program is to maintain the student in the regular classroom to the maximum extent possible, and to ensure that educational goals and objectives are achieved within the time specified in the student's Individual Educational Plan (IEP).

SPECIAL TRANSPORTATION
726-6215

If special transportation is required, it must be recommended and approved as part of the Individual Educational Plan (IEP) of students in need of special educational services. Eligible students may receive daily transportation between home, school, and special agencies or programs. Regular education students who have special needs due to health conditions such as severe asthma, or short-term medical problems such as a broken hip, may also be eligible to receive special transportation.

SPEECH AND LANGUAGE PROGRAM
726-6597

Students with speech and language problems may be served by this program. Speech and Language Therapists are involved in the detection, assessment and remediation of speech and language impairments. The therapists consult and provide demonstrations and materials for the student's classroom teacher and parents.

SUPPORTIVE ACADEMIC REMEDIATION PROGRAM (SAR)
726-6510

This program is designed for moderately disabled students ages 5 through 21 who are identified as having moderate disabilities attributable to mental retardation. Students in this program are provided with substantially separate small group instruction which focuses on developing those skills which may enable many students to live independently to the maximum extent of their ability.

VISION RESOURCE SERVICES
327-4129

This program provides visually impaired students with several resources and services and also provides support to teachers who work directly with visually impaired and blind students. Some of these specific services include: early childhood classrooms, adapted physical education, orientation and mobility, special materials and equipment, vocational planning and the services offered by the School Eye Clinic.

SPECIAL NEEDS PRE-VOCATIONAL AND VOCATIONAL PROGRAMS

Many students with special needs are able to participate successfully in the regular Vocational-Occupational Programs established by the Department of Career and Occupational Education. The Department of Special Services has established several pre-vocational and vocational programs which are available to special needs students, who are unable to successfully participate in regular vocational programs. The following is a brief description of these programs.

CAREER INSTRUCTION MANAGERS
726-6262

These counselors work in high schools to assist in placing special needs students in appropriate occupational programs. They also assist the 766 Evaluation Team in the development of a vocational component as part of the Individual Educational Plan. (IEP) for each student in vocational programs.

VOCATIONAL PROGRAM FOR THE HEARING IMPAIRED
787-5313

This program provides exploratory experience, on-site training and career counseling for students with hearing impairments.

MIDDLE SCHOOL CAREER EDUCATION
726-6262

This program provides students with special needs, the opportunity to participate in a career exploratory experience in home economics, industrial arts, and business education. One member of the career education planning team in each middle school is a special educator and serves as the career advocate for students with special needs.

OCCUPATIONAL ASSISTANCE PROJECT FOR THE PHYSICALLY HANDICAPPED
726-6539

This program provides support services to physically disabled students who are enrolled in Industrial Arts, Home Economics, and other Vocational/Occupational Programs. The purpose of this project is to increase access to programs for students with substantial physical disabilities.

OCCUPATIONAL EVALUATION CENTER FOR STUDENTS WITH SPECIAL NEEDS
726-6262

The Center which is located at Madison Park High School, provides short-term evaluations of the student's ability and potential in a wide variety of skill areas, and assists in determining placement in an appropriate occupational program.

OCCUPATIONAL SKILLS DEVELOPMENT CENTER (OSDC)
361-7060

The OSDC provides a program for students ages 16-21, which enables them to work successfully in a social/vocational setting appropriate to their ability. These students need a substantially separate vocational program due to their limited ability to learn through traditional methods of instruction and because of delayed psychological and/or social development. Students may participate in 3 occupational skill areas, including food services, business and offices and building services.

THE OPEN DOOR EXPLORATORY PROGRAM
536-4476

The Open-Door Exploratory Program is a specially funded Occupational/Special Education program. It has been established to meet the needs of students ages 12 through 22 with severe learning or behavioral problems who have dropped out of school or who are awaiting placement.

PRE-VOCATIONAL DAY SCHOOL
536-4476

This program is a substantially separate career exploratory program for students between 12 and 16 years of age, with moderate to severe behavioral and

learning disabilities. Students are able to explore the following career areas; building trades/maintainance, mechanics, business services, textiles, basic off-set printing, food services, housekeeping, drafting and manufacturing.

PREVOCATIONAL DIAGNOSTIC PROGRAM
726-6262

There are two ninth grade exploratory programs which enable students with special needs to make career decisions based on a wide variety of occupational learning experiences in the areas of construction, power and manufacturing trades.

PROJECT Y.E.S. ALTERNATIVE PROGRAMS
288-0663 or 726-6262

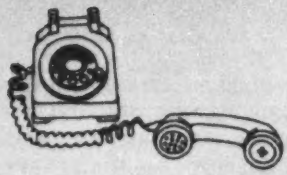
The Youth Entitlement Services Project (Y.E.S.) has funded a project developed by the Department of Special Services and the Department of Career and Occupational Education, to establish an alternative program for out-of-school youth with special needs. The purpose of this project is to provide youths aged 16 or over an opportunity to gain a high school diploma while receiving on-the-job training through jobs provided through Y.E.S.

THE SPECIAL NEEDS SUPPORT TEAM AT THE PILOT OCCUPATIONAL RESOURCE CENTER
566-4425

The Support Team offers a variety of support services to students with special needs who are enrolled at the Occupational Resource Center (ORC). Support services include counseling, tutorial services, placement services, and consultation to teachers who work directly with students.

SUBSTANTIALLY SEPARATE MIDDLE SCHOOL EXPLORATORY PROGRAM
726-6510

This program has been established to provide career awareness, exploration and preparation to students in substantially separate classes at the middle school level. The student's Individual Education Plan (I.E.P.) must specify that the student could benefit from pre-vocational experience.



BOSTON PUBLIC SCHOOLS
DEPARTMENT OF SPECIAL SERVICES
TELEPHONE DIRECTORY
SEPTEMBER 1979

ADMINISTRATION

SENIOR ADVISOR
Kenneth G. Caldwell 726-6274

ADMINISTRATIVE ASSISTANT
Mary Condon 726-6274

FEDERAL PROJECTS MANAGER
Sidney Holloway 726-6512

BILINGUAL SPECIAL EDUCATION
David Noriega 726-6512

MAINSTREAMING PROGRAMS

DIRECTOR
Dr. Sue Tenorio 726-6515

INTERLEVEL AND ITINERANT PROGRAMS
Dr. Ernest McNeill 726-6293

INTERIM SERVICES
Elliot Feldman 726-6293

PREVOCATIONAL AND VOCATIONAL PROGRAMS
Frank Buckley / Tom Hehir 726-6262

YOUTH ENTITLEMENT SERVICES (YES)
Richard Colvario 288-0063

EARLY CHILDHOOD PROGRAM
Margaret Fraher 726-6262

VISION RESOURCES SERVICES PROGRAM
Mary Keefe 327-4120

SPEECH AND LANGUAGE PROGRAM
Pauline Ehrlich 726-6597

HOME AND HOSPITAL PROGRAM
Anarita Murtaugh 726-6292

ADAPTED PHYSICAL EDUCATION
Frank Buckley 726-6262

RESOURCE ROOM PROGRAMS
Patricia Walsh 726-6589
Resource Room Liaison Teachers 726-6581

CHILD SERVICE DEMONSTRATION RESOURCE CENTER
Anne Connolly 288-0063

COMPENSATORY SERVICES
Richard Kalp 726-6561

SPECIAL NEEDS CONNECTIONS PROJECT
Paul Celuzza / Shelley Clayton 726-6512

SPECIAL SCHOOLS AND PROGRAMS

DIRECTOR
Joyce O'Connor 726-6213

SPECIAL SCHOOLS AND PROGRAMS
Gloria Smith 726-6810

OFFSITE PROGRAMS
Rita Rinella 726-6539

PROGRAMS FOR THE HEARING IMPAIRED
Patrice DiNatale 787-5313

DEVELOPMENTAL DAY CARE PROGRAM
Roger Mazur 267-6981

LEARNING/ADAPTIVE BEHAVIOR (L/AB) PROGRAM
Mary Nash 726-6277

LEARNING DISABILITIES PROGRAM
Mary D. Daniels 726-6347

PROGRAM FOR THE PHYSICALLY IMPAIRED
Rita Rinella 726-6539

VOCATIONAL PROGRAM FOR PHYSICALLY IMPAIRED
Rita Rinella 726-6539

EDUCATIONAL AND SOCIAL DEVELOPMENT PROGRAM
Rita Rinella 726-6539

PROGRAM FOR THE MULTI-HANDICAPPED
Rita Rinella 726-6539

SUPPORTIVE ACADEMIC REMEDIATION PROGRAM
Gloria Smith 726-6810
Liaison Teachers 726-6347

PREVOCATIONAL DAY SCHOOL
John Brown-Verre 536-4476

OCCUPATIONAL SKILL DEVELOPMENT CENTERS
Mark Dorfman 361-7060

CONTRACTED EDUCATIONAL SERVICES
Dr. Robert McLaughlin 726-6563

PLACEMENT SPECIALISTS
Thomas Kerrissey 726-6215
Marcia Soden 726-6617
Rhonda Goodale 726-6618

CONTRACTS/BILLING
Cheryl Dever 726-6563

SPECIAL NEEDS TRANSPORTATION
Irene Cooper 726-6215

SUPPORT SERVICES

GUIDANCE (SCHOOL SOCIAL SERVICES)*
John Diggins 726-6201

PUPIL ADJUSTMENT COUNSELING*
John Diggins 726-6209

ATTENDANCE UNIT
Charles Parlon 726-6532

SCHOOL PSYCHOLOGICAL SERVICES
Dr. Etta Anderson 726-6565

SCHOOL HEALTH SERVICES*
Dr. Audrey Fisher 726-6615

766 EVALUATION TEAM UNIT
Ruth Connaughton 726-6620

766 CENTRAL REVIEW STAFF
Patricia Crowley 726-6621

SPECIAL EDUCATION APPEALS
Marion Ego 743-6006

* These Units report to the Senior Officer for Curriculum and Competency

TELEPHONE LOG

Use this space to list the contacts you make with the Boston Public Schools

DATE	CONTACT PERSON # TITLE

CONNECTIONS

CONTACT PERSON	TELEPHONE NUMBER

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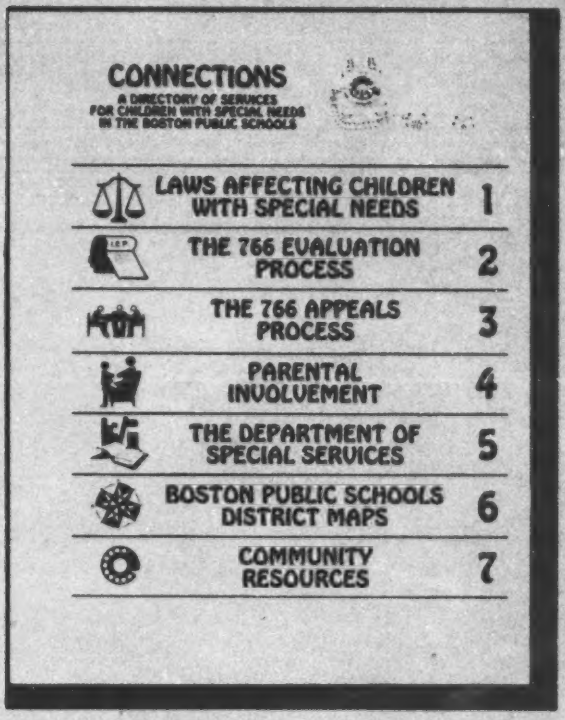
CONNECTIONS
A DIRECTORY OF SERVICES FOR CHILDREN WITH SPECIAL NEEDS IN THE BOSTON PUBLIC SCHOOLS
LAWS AFFECTING CHILDREN WITH SPECIAL NEEDS 1
IEP
THE 766 EVALUATION PROCESS 2
THE 766 APPEALS PROCESS 3
PARENTAL INVOLVEMENT 4
THE DEPARTMENT OF SPECIAL SERVICES 5
BOSTON PUBLIC SCHOOLS DISTRICT MAPS 6
COMMUNITY RESOURCES 7

COPIES OF THIS DIRECTORY ARE AVAILABLE FROM:

THE DEPARTMENT OF SPECIAL SERVICES
BOSTON PUBLIC SCHOOLS
26 Court Street - 7th Floor
Boston, Massachusetts 02108
726-6512

THE FEDERATION FOR CHILDREN WITH SPECIAL NEEDS
120 Boylston Street - Suite 338
Boston, Massachusetts 02116
482-2915